

**Year 5/6 Curriculum Map**

CYCLE 1 2016-17

**Year 5/6 Curriculum Overview 2017-18 [Cycle 1]**

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| **Term/Half term** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Science** | Electricity | Animals including humans | Living things and their habitats | Light | Evolution and inheritance | Scientists and inventors |
| **Literacy Units** | ‘Wonder’ by RJ PalacioSignificant authorsPerformance poemsRecounts | ‘Warhorse’ by Michael MorpurgoHistorical storiesNarrative poemsInstructions & explanations | ‘Wolf Brother’ by Michelle Paver (across whole term)Flashback storiesFree form poetryPersuasive writing | Information textClassic poetryTales from other cultures | ‘Who Let the Gods Out’ by Maz EvansModern classic fictionDialogue poemsChronological reports | Classic fictionPoet study – Emily DickinsonNon-chronological reports and journalistic writing |
| **Maths** | Place valueAddition/subtractionMultiplication/DivisionShape/direction | Fractions/decimals/%MeasurementAlgebraASSESS/REVIEW | Place value (2days)Addition/subtractionMultiplication/divisionFractions/decimals/% | Fractions/decimals/%GeometryMeasurementRatio/proportionStatistics (2 days)All calculations across half termASSESS/REVIEW | All areas of maths covered throughout term:Order of topics being taught depending on which areas need priority before SATs | Investigative maths |
| **Computing** | ScratchInternet based research | SpreadsheetsInternet based research | Film making or KoduInternet based research |
| **Geography** | Studying North and South America |  | Links of map work etc from History topic |
| **History** | Mayans | Stone Age – Iron Age(Flintstones & Beyond) | Ancient Greece(Who Let the Gods Out) |
| **Art /DT** | Clay workMayan Art | Cave makingRecreation of Sea Henge (clay work) & Stone Henge (through food) | Seaside artPossible clay workPossible textile work |
| **Music** | Charangua | Charangua | Charangua | AthleticsFitness |
| **PE** | Cross countryBall skills | Swimming (for a few non-swimmers)Gymnastics | Track based PE (sports day) |
| **British Value/PSHE** | New BeginningsBullying | Getting on and falling out | Going for Goals |
| **R.E.** | Sikhism: How far would a Sikh go for his/her religion? (1)Understanding Christianity: God: What does it mean if God is Holy and Loving? (2) | Understanding Christianity: Incarnation: Was Jesus the Messiah? (1)Hinduism: How can Brahman be everywhere and in everything? (2) | Hinduism: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? (1)Understanding Christianity: Salvation: What do Christians believe Jesus do to save Human Beings? (2) |
| **French** | Let’s Visit a French Town (town places, directions around a home, numbers to and beyond 100) | Let’s Go Shopping(colours, prepositional language, asking questions) | All in a Day (tell the time in French: o’clock, half past, quarter past, quarter to and 5 minute intervals, 24-hour times, French representation of a.m and p.m) |